Annual Local Assessment Review Report
School Year: 2026-2027

ST. JAMES PARISH SCHOOLS
Inspiring Hope and Purpose

In accordance with Act 674, St. James Parish Schools conducted a review of locally required assessments to evaluate instructional alignment, usefulness, impact, testing time, duplication, equitable access, and resource demands. This Annual Local Assessment Review Report documents the findings and informs the development of an effective and efficient assessment system that supports instructional planning, monitors student progress, promotes college and career readiness, maximizes instructional time, and minimizes unnecessary testing. The 2026–2027 local assessment schedule is subject to change. Parents will be notified by email of any revisions. (R.S. 17:406.9(B)(15), Parents' Bill of Rights).

District Assessments and Review Outcomes				
Grades / Students	**Assessment**	**Time Required / Timeline of Results**	**Purpose of Assessment / Intended Use**	**Outcome of Annual Review (retained, reduced, consolidated, replaced, or eliminated)***
Grades K-8	Amira Diagnostic/ Progress Monitoring	Amira benchmark and progress-monitoring assessments are estimated to require 10–20 minutes per student. Results are available immediately upon completion of each assessment.	Amira Learning measures students' reading skills and provides personalized reading instruction and support. Assessment data are used to identify students who may need additional reading support and to inform instructional planning.	Amira Learning will replace the i-Ready Reading diagnostic assessment for the 2026–2027 school year. The i-Ready Reading diagnostic assessment required an estimated 45–60 minutes per student to complete and will be discontinued for the 2026–2027 school year. (Replaced)
Grades K-6 *(Cypress Grove Montessori Academy Students)*	iReady (Math) Diagnostic/ Progress Monitoring	The diagnostic assessment takes approximately 45–60 minutes per student to complete. Results are available upon completion of the assessment.	The assessment measures students' math proficiency, identifies learning needs, and monitors progress throughout the school year. Reading assessment results identify students' strengths and areas for improvement to inform instructional support and interventions. Individualized learning pathways are assigned based on student performance to address learning needs and support academic growth.	The i-Ready Math and Reading assessments were discontinued at all sites, with the exception of Cypress Grove Montessori. iReady Math will be retained at Cypress Grove Montessori Academy.

Grades 3-8, 11 *(Eligible Students)*	LEAP Connect Practice Test	The LEAP Connect Practice Test is untimed. Results are available within 24 hours of completing one practice test session.	The LEAP Connect Practice Test is administered to familiarize students and test administrators with the LEAP Connect assessment format, online tools, question types, and administration procedures to support readiness for the spring assessment. The practice test also provides an opportunity for students to become comfortable with the assessment process and for test administrators to prepare for standardized administration procedures.	The LEAP Connect Practice Test will be retained for eligible students during the 2026–2027 school year. (Retained)
Grades 9-10	District ACT	The district ACT assessment is estimated to require 125 minutes per student. The estimated time allocated for each test session is as follows: • English: 35 minutes • Mathematics: 50 minutes • Reading: 40 minutes Testing time may vary for students receiving extended time as an accommodation. Results are typically available within 2–4 weeks of assessment completion.	The district administers the ACT to students in grades 9–10 to assess college and career readiness in core academic areas, including English, mathematics, and reading. Assessment results are used to identify students' academic strengths and areas for improvement and to inform instructional decision-making.	The district will continue administering the assessment because it provides valuable information to inform instructional practices and support student learning. (Retained)

Grades 9-12 *(Students enrolled in eligible courses)*	Industry Based Credentialing (IBC)	Industry based credential assessments take approximately 60–90 minutes based on the specific assessment. Results are available upon completion of the assessment.	The purpose of Industry Based Credentialing is to measure students' technical knowledge and skills against industry standards and prepare them for employment, career advancement, and postsecondary opportunities. The intended use is to analyze results to identify strengths and areas of refinement to enhance teaching and student learning.	The district will continue to administer Industry Based Credentials in alignment to Louisiana Department of Education to support Career and Technical Education (CTE) programs and Jump Start pathways that prepare students for postsecondary education, industry certification, and employment in high-demand, high-wage careers. (Retained)
Grades 11-12 *(Eligible Students)*	College Level Examination Program (CLEP)	The College Level Examination Program takes approximately 90 minutes per student to complete. Results are available upon completion of the assessment. Results are available upon completion of the assessment.	The purpose of CLEP is to measure students' mastery of introductory college-level content through standardized exams. Results allow students to demonstrate their mastery of introductory college-level materials and earn college credit that is widely accepted for transcript credit when entering a college or university.	The district will continue to administer College Level Examination Program assessments based on student requests and teacher recommendations. (Retained)

**Embedded HQIM curriculum-based assessments, including but not limited to end-of-module assessments, performance tasks, topic tests, and other formative and summative assessments, are administered throughout the school year to monitor student progress, evaluate mastery of grade-level standards, and inform instructional decisions.*